



## PELION MIDDLE

758 Magnolia Street  
Pelion, SC 29123

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	606 Students	
<b>Principal</b>	Sandy Jowers	803-821-2300
<b>Superintendent</b>	Dr. Karen C. Woodward	803-821-1000
<b>Board Chair</b>	Cynthia S. Smith	803-957-5095

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Average</b>
2009	Average	Average
2008	Below Average	Below Average
2007	Below Average	At-Risk
2006	Below Average	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

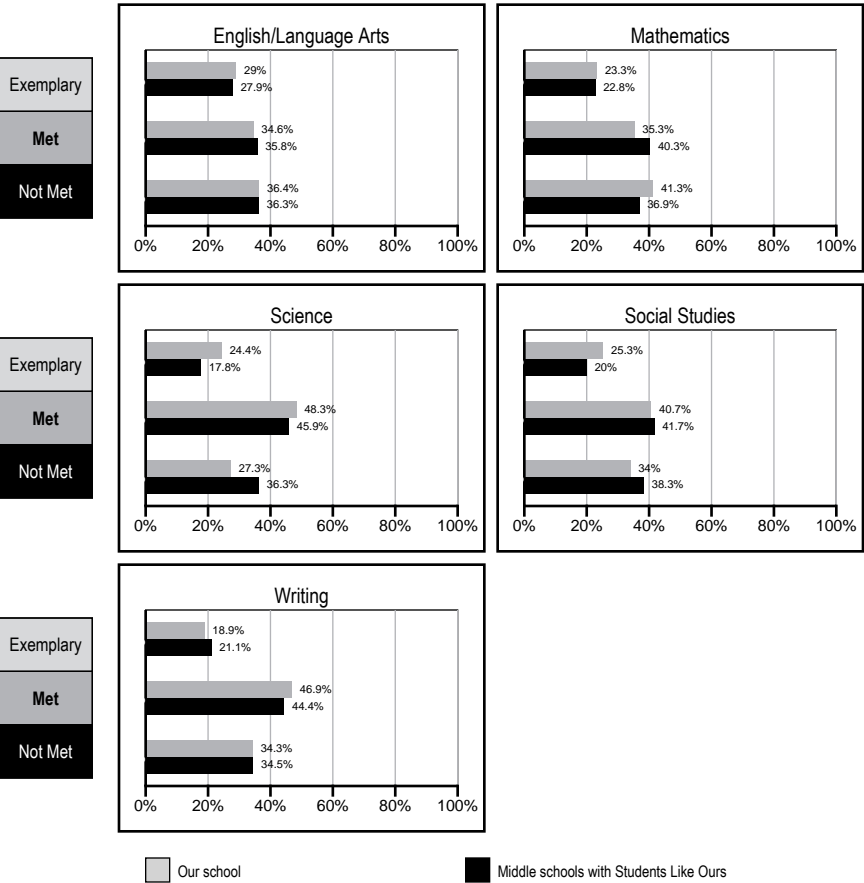
97.6%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	2	38	11	0

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	95.2%
English 1	100.0%	96.7%
Physical Science	N/A	79.0%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	95.1%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=606)				
Students enrolled in high school credit courses (grades 7 & 8)	11.5%	Down from 13.5%	27.1%	24.2%
Retention rate	0.7%	Down from 1.0%	0.6%	0.7%
Attendance rate	94.5%	Down from 94.9%	95.6%	95.9%
Eligible for gifted and talented	10.9%	Down from 12.8%	14.5%	16.4%
With disabilities other than speech	14.3%	Up from 12.7%	13.2%	12.0%
Older than usual for grade	1.3%	Down from 1.6%	2.8%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.5%	Up from 1.2%	0.5%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=47)				
Teachers with advanced degrees	48.9%	Up from 47.8%	56.1%	58.5%
Continuing contract teachers	74.5%	Up from 56.5%	81.5%	80.0%
Teachers with emergency or provisional certificates	2.7%	Down from 5.7%	4.0%	4.0%
Teachers returning from previous year	82.2%	Up from 77.0%	83.1%	84.6%
Teacher attendance rate	94.1%	Down from 95.8%	95.2%	95.4%
Average teacher salary*	\$44,792	Up 2.1%	\$45,750	\$46,561
Professional development days/teacher	15.5 days	Up from 14.0 days	10.8 days	10.2 days
School				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	23.2 to 1	Up from 22.3 to 1	20.8 to 1	21.1 to 1
Prime instructional time	87.6%	Down from 90.0%	90.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	95.2%	Down from 98.5%	98.5%	98.1%
Character development program	Excellent	Up from Good	Good	Good
Dollars spent per pupil**	\$8,531	Up 11.2%	\$7,923	\$7,802
Percent of expenditures for instruction**	60.9%	Down from 64.2%	63.6%	63.8%
Percent of expenditures for teacher salaries**	59.8%	Up from 48.0%	60.1%	60.0%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The 2009–2010 school year was a time for growth at Pelion Middle School. We worked to attain the goals of the School Improvement Plan through teamwork and innovation.

Our plan's primary performance goal was to increase student achievement. We saw an increase in the number of students meeting state standards as measured by the Palmetto Assessment of State Standards. With improving test scores, commitment to teaching and learning, and Response To Intervention, we worked to meet student needs with research-based strategies. A daily period for all students provided time for subject-based interventions for students who needed extra help or extension activities to improve success. Teachers and students enthusiastically did "whatever it takes" as they established goals and worked toward reaching those goals.

The Parent Teacher Organization and School Improvement Council assisted staff with the second goal of increasing parent involvement. Parent communication expanded through the calling/messaging system SchoolMessenger, a quarterly school newsletter, and the social networking sites Facebook and Twitter. Our efforts to involve all parents by providing flexible scheduling for meetings resulted in 98 percent of parents of eighth-graders attending guidance conferences.

The third goal was to improve the climate of PMS by promoting student safety, appropriate discipline and good attendance. Our Positive Behavior Support system highlights teaching and practicing appropriate behavior for all school areas and encourages teachers to acknowledge positive behavior. Students receiving positive referrals were recognized daily during lunch and their names put in weekly prize drawings. While attendance continues to be a challenge, we have taken a positive approach. We focused on attendance through recognition for perfect attendance and providing problem-solving conferences with administrators, students, and parents.

Our fourth goal was to provide teachers with effective professional development. Teacher-based Professional Learning Community meetings were held during planning periods and the common planning emphasis continued during Collaborative Planning sessions. A main emphasis of planning this year was the development of appropriate grade-level common assessments.

Our fifth goal was to remove barriers to learning. Grade-level assemblies focused on healthy lifestyles and maintaining a positive school environment. Community-based programs supported dropout prevention and making good choices. Using student, parent and faculty feedback, we refined a weekly, small group Advisor-Advisee program focused on character education and study skills.

Your presence is always welcome at PMS and is vital to our success! To contact your child's teachers, call 803-821-2300, or visit the PMS website for e-mail addresses.

Sandra Jowers, Principal  
Ben Spearman, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	45	140	69
Percent satisfied with learning environment	91.1%	70.5%	82.4%
Percent satisfied with social and physical environment	93.3%	76.3%	70.6%
Percent satisfied with school-home relations	79.5%	82.9%	72.1%

\* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Adequate Yearly Progress

NO

This school met 17 out of 19 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	0.6%		1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A		5.6%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.5%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	601	100	38.3	34	27.7	73.4	89	83.5	Yes	Yes
<b>Gender</b>										
Male	306	100	46.5	29.6	23.9	65.1	86.2	80.1	N/A	N/A
Female	295	100	30	38.6	31.4	81.8	91.9	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	506	100	38	33.1	28.9	73.6	90.7	89.6	Yes	Yes
African American	49	100	56.4	28.2	15.4	59	76.9	74.6	I/S	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	95.4	92.7	I/S	I/S
Hispanic	31	100	28.6	60.7	10.7	82.1	82.4	79.6	I/S	I/S
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	89.3	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	90	100	85	11.3	3.8	26.3	53.9	51.7	No	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	24	100	23.1	61.5	15.4	84.6	83.3	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	416	100	41.7	35.5	22.8	70.2	80.1	76.9	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	601	99.7	44	37.1	19	68.3	86.2	80.4	Yes	Yes
<b>Gender</b>										
Male	306	99.7	47.2	32.7	20.1	65.5	84.9	78.4	N/A	N/A
Female	295	99.7	40.7	41.4	17.9	71.1	87.6	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	506	99.6	42.4	37.4	20.2	70	88.2	87.8	Yes	Yes
African American	49	100	61.5	30.8	7.7	43.6	72	69.3	I/S	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	93.9	93.5	I/S	I/S
Hispanic	31	100	N/A	N/A	N/A	60.7	78.2	78.3	I/S	I/S
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	87.5	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	90	100	83.8	13.8	2.5	32.5	52.7	46.1	No	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	24	100	53.8	42.3	3.8	65.4	81.4	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	416	99.5	48.4	38.1	13.5	63.7	76.1	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	400	100	27.3	48.3	24.4	72.7	80.7	67.3
Gender								
Male	197	100	29.7	45.9	24.3	70.3	80.2	66.9
Female	203	100	25	50.5	24.5	75	81.2	67.7
Racial/Ethnic Group								
White	333	100	25.5	48.4	26.1	74.5	83.4	79.6
African American	32	100	48	44	8	52	59.9	49.7
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	90.4	84.4
Hispanic	24	100	42.9	47.6	9.5	57.1	70	59.4
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	76.2	69.5
Disability Status								
Disabled	62	100	N/A	N/A	N/A	42.6	46.5	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	19	100	42.1	42.1	15.8	57.9	69.9	58.6
Socio-Economic Status								
Subsidized meals	272	100	32.5	46.7	20.8	67.5	68	55.4

Social Studies

All Students	401	99.8	33.9	40.8	25.3	66.1	81.5	70.9
Gender								
Male	213	99.5	34.9	36.4	28.7	65.1	81.5	70.1
Female	188	100	32.8	45.6	21.7	67.2	81.4	71.7
Racial/Ethnic Group								
White	333	99.7	32.9	40.2	26.9	67.1	82.9	79.2
African American	38	100	58.1	32.3	9.7	41.9	68.5	58.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	91.3	86.8
Hispanic	21	100	21.1	63.2	15.8	78.9	78.6	68
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	82.9	71.2
Disability Status								
Disabled	65	98.5	74.5	23.6	1.8	25.5	49.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	15	100	17.6	58.8	23.5	82.4	79.2	68
Socio-Economic Status								
Subsidized meals	282	99.7	39.1	39.1	21.8	60.9	69.1	60.8

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	606	99.5	34	47	18.9	66	79.4	72.1	94.5	97.1
Gender										
Male	308	99.4	44.4	41.3	14.3	55.6	73.4	65.2	94.1	97.1
Female	298	99.7	23.6	52.8	23.6	76.4	85.6	79.2	95	97.2
Racial/Ethnic Group										
White	509	99.4	32.7	47.2	20	67.3	81.6	80.8	94.4	97.1
African American	49	100	47.5	42.5	10	52.5	65.2	59.7	95.4	97.3
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	87.7	87	97	97.9
Hispanic	32	100	42.9	46.4	10.7	57.1	66.3	64.6	96	97.2
American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	82.8	73.4	91.5	96.3
Disability Status										
Disabled	92	97.8	78	19.5	2.4	22	35.6	27.7	93.8	96.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	25	100	46.2	38.5	15.4	53.8	67.1	63.7	96.3	97.8
Socio-Economic Status										
Subsidized meals	419	99.3	40	44.4	15.6	60	66.5	61.9	94	96.3

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	200	99	34.1	43.6	22.3	65.9
	7	190	98.4	41.6	35.8	22.5	58.4
	8	187	100	34.7	43.4	22	65.3
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	218	100	38.9	35.6	25.5	61.1
	7	203	100	33.9	34.4	31.7	66.1
	8	180	100	42.5	31.7	25.7	57.5
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	200	99	41.3	49.2	9.5	58.7
	7	190	98.4	42.8	41	16.2	57.2
	8	187	100	40.5	41.6	17.9	59.5
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	218	100	47.6	37.5	14.9	52.4
	7	203	99.5	41.3	38.6	20.1	58.7
	8	180	99.4	42.5	34.7	22.8	57.5
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	98	99	27	62.9	10.1	73
	7	190	98.4	39.9	44.5	15.6	60.1
	8	96	96.9	33.7	45.3	20.9	66.3
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	109	100	34.6	49	16.3	65.4
	7	202	100	23.3	51.9	24.9	76.7
	8	89	100	27.4	39.3	33.3	72.6

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	100	95	17	53.4	29.5	83
	7	190	99	45.1	31.2	23.7	54.9
	8	92	98.9	29.9	40.2	29.9	70.1
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	109	100	23.1	58.7	18.3	76.9
	7	202	99.5	39.9	31.4	28.7	60.1
	8	90	100	33.7	39.8	26.5	66.3
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	201	96.5	38.2	47.8	14	61.8
	7	191	96.9	33.1	40.7	26.2	66.9
	8	186	98.9	40.6	39.4	20	59.4
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	220	100	41.2	39.3	19.4	58.8
	7	205	99	28.9	52.1	18.9	71.1
	8	181	99.5	30.8	50.9	18.3	69.2

Abbreviations for Missing Data

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